R E P O R T R E S U M E S

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EVALUATION REPORT, TITLE I ESEA PROJECT ACTIVITIES, 1966-67.
DES MOINES PUBLIC SCHOOLS, IOWA

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DESCRIPTORS- *PROGRAM EVALUATION, *COMPENSATORY EDUCATION PROGRAMS, *SUMMER PROGRAMS, HUMANITIES, STUDY SKILLS, READING CLINICS, SCIENCE PROGRAMS, TUTORIAL PROGRAMS, SMALL GROUP INSTRUCTION, *ENRICHMENT PROGRAMS, DROPOUT PREVENTION, LANGUAGE ARTS, MATHEMATICS, HEALTH SERVICES, SOCIAL WORKERS, HANDICAPPED CHILDREN, DES MOINES, IOWA, ESEA TITLE 1

EACH OF THE 22 COMPENSATORY EDUCATION PROJECTS CONDUCTED IN THE DES MOINES, IOWA, PUBLIC SCHOOLS DURING THE SCHOOL YEAR AND SUMMER IS SEPARATELY EVALUATED IN THIS REPORT. SOME OF THE PROJECTS CONCENTRATED ON INSTRUCTION IN READING, LANGUAGE ARTS, MATHEMATICS, HUMANITIES, OR PRACTICAL SCIENCE. OTHERS OFFERED SPECIAL SOCIAL AND HEALTH SERVICES. A FEW PROJECTS PROVIDED ENRICHMENT, TUTORING, INSTRUCTION IN SMALL CLASSES, OR THERAPY FOR HANDICAPPED CHILDREN. THE NUMBER OF STUDENTS SHOWING ACADEMIC GAIN OR LOSS ON STANDARD ACHIEVEMENT TESTS IS INDICATED IN THE REPORT, BUT THE PROJECTS' EVALUATION TECHNIQUES AND FINDINGS ARE NOT DISCUSSED. (EF)

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DES MOINES PUBLIC SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION REPORT

TITLE I ESEA PROJECT ACTIVITIES

1966-67

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January 1968

FOREWORD

Title I of the Elementary Secondary Education Act is the educational counterpart of the Economic Opportunity Program. Its focus is on "the special educational needs" of children living in low-income areas of American communities. The educational activities, called "projects", for the most part, in this report were developed by school personnel with the consultation of the Polk County Community Action Council personnel and officials and staff from non-public schools.

In planning projects, it is always necessary to determine what the special needs of certain school children are and depart from this frame of reference to develop activities. Traditionally, educational specialists give heavy emphasis to cognitive and communication skills and experiences which lend themselves to measurement by standard evaluation techniques. This was a point of emphasis in some activities, but much of the focus of these programs was not so concentrated. The myriad needs of our target area school population in Des Moines are not always readily met by "more of the same" but with increased concern with ancillary services and conditions that tend to enhance learning situations. Attitudes; self image; physical health, as it relates to nutrition; mental health and ego strength and other such factors helped determine approaches to resolve problems for the group of children served by these activities. Many of the efforts do not readily lend themselves to measurement. The report provided here is concerned with changes as assessed by the evaluation techniques employed.

James E. Bowman
Coordinator of Federal Programs

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DES MOINES PUBLIC SCHOOLS

Summary Evaluation of Title I, ESEA Project Activities, 1966-67

Reduction of Class Size (E) #79041 Ruth Collins, Supervisor

The reduction of class size in certain target area elementary schools was proposed under Title I, ESEA. The thrust of this activity was directed at providing smaller classes and thereby affording the teachers more opportunities to meet individual needs.

In four schools, an experimental extended day was employed to provide "extra" and enriching experiences for elementary children under the direction of classroom teachers. The findings in this activity are presented below.

Part I - Added Teachers

Schools	Former Class Size	Present Class Size	Parents' Attitudes		
			Improved	Same	Poor
Dunlap	34	15	x		
McKee	36	26	x		
Longfellow		31		x	
Moulton	27.5	22		x	
Nash	42	26		x	
Sabin	37	24		x	
Willard	36	23		x	
Wallace	41	29		x	
Bird	31	22		x	
Casady	30	23		x	

Some repeated observations by principals and teachers:

1. More frequent and meaningful oral communication between teacher and each child and among children.
2. Time to observe attitudes and work of each child.
3. Each child has more opportunities to speak, participate and lead.
4. Time to deal with individual problems and discover and acknowledge individual strengths.
5. Time to make parent contacts by phone and in person.
6. Opportunities for more field trips.
7. More opportunities and better climate for controlled self expression.
8. Reduction in incidents involving fighting.
9. Less time spent in discipline of children.

Part II - Extended Day Classes

Total enrollment - 275
Enrollment at end of period - 233
Grades - Kdg. - 3
12 regular teachers
One evening per week from 3:15 - 4:00
Purposes: To provide worthwhile activities
"fun activities"
experiences to develop language and arithmetic skills
experiences to promote sportsmanship

Parents' Questionnaire

	Totals Yes	No
1. Did your child want to go to the classes?	79	2
2. Did your child enjoy the classes?	80	0
3. Did your child ever talk about any book he had heard in class?	46	26
4. Did your child ever show you how to play any new game he had learned in class?	55	23
5. Would you want your child to go to an afternoon class next year?	73	7
6. Do you feel your child was helped by the class?	78	2

Teachers' Evaluations

Improvements	None	Little	Some	Marked	Exceptional
Children had "fun"			2	9	
Listening habits			4		1
Participation			5	6	
Use of language			2	2	
Relationship with other children		2	6	3	
Relationship with adults		3	5	3	
Attention span		1	1	3	
Interest in books and poems			2	2	1
Facility with numbers			1	1	
Understanding of arithmetic concepts			2		
Interest in numbers			2		
Sportsmanship			3		
Ability to learn games			2		

Observations by teachers and principals

1. Day too long for kindergarten.
2. Should be divided by grades and held in classrooms.
3. In general, children enjoyed the class and did not want to miss.
4. Teachers and children tired this late in the day.
5. Not possible to involve parents at this time of day.

Humanities - East High School (S) #79042 Gareld Jackson, Supervisor

A special program expressly designed to provide a new approach to English, social studies and the arts, was initiated at East High School. The program was geared to deter the usual rejection of these areas by students who were felt to be drop-out prone. Reactions to the unique approach were largely favorable.

In a post project survey, the teacher listed five statements describing each of the five selections of literature studied during the course and asked the students to check the statement which best described the story. The students' choices were then scored against the choices made by the teacher.

Per cent of students whose first choice corresponded with the first choice of the teacher:

Dino	19%
The Wall	33%
A Rose for Emily	46%
Blue Denim	76%
Tobacco Road	65%

Some effectiveness of the program is indicated by these data.

1965-66
86 enrolled
25 dropped first year
7 more second year
54 still in school or 63% of original enrollment

1966-67
81 enrolled
10 dropped first year
71 still in school or 88% of original enrollment

Study Skills Reading Clinic Laboratories at Six Secondary Schools #79043 Jack Owens, Supervisor

In six (6) junior and senior high schools, special study centers were provided with Title I funds. These centers were staffed with certified teachers and, in some cases, teacher aides. Students were assigned in some cases and volunteers in others to obtain special individual help in a variety of subject areas. Special equipment and materials were provided for this more personalized approach to remediation and improvement. The students evaluated in this program and the program's effectiveness follows by grade and school.

Amos Hiatt Junior High

91 students tested in Grades 7, 8, 9,
Gates Reading Survey D

Mean gains or losses, medians and ranges are in grade equivalence (years and months)

	Number of Students Showing Gain or Loss			
	Speed	Accuracy	Vocab.	Comp.
Gain	55	56	55	58
Gain of 1 year or more	38	36	26	33
No loss or gain	8	8	3	7
Loss	28	27	33	26

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31 students in Grade 7
Gates Reading Survey D

	Number of Students Showing Gain or Loss			
	Speed	Accuracy	Vocab.	Comp.
Gain	18	21	16	19
Gain of 1.0 or more	14	12	8	9
No loss or gain	4	2	2	2
Loss	9	8	13	10
Mean	1.1	.7	.3	.5
Median	.3	.5	.3	.5
Range	-6.5 to 8.2	-5.9 to 4.5	-1.7 to 2.8	-2.5 to 4.7

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Amos Hiatt Junior High (continued)

31 students in Grade 8
Gates Reading Survey D

	Number of Students Showing Gain or Loss			
	Speed	Accuracy	Vocab.	Comp.
Gain	20	21	23	23
Gain of 1.0 or more	12	17	11	17
No loss or gain	2	2	0	0
Loss	9	8	8	8
Mean	1.0	1.2	.6	.9
Median	.6	1.0	.5	.8
Range	-5.2 to 8.2	-4.5 to 6.9	-1.6 to 5.6	-1.5 to 3.8

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31 students in Grade 9
Gates Reading Survey D

	Number of Students Showing Gain or Loss			
	Speed	Accuracy	Vocab.	Comp.
Gain	17	15	17	17
Gain of 1.0 or more	12	10	9	8
No loss or gain	3	4	1	5
Loss	9	10	11	7
Mean	.8	.5	.2	.3
Median	.7	.4	.3	.4
Range	-4.6 to 6.2	-5.1 to 6.1	-2.6 to 2.6	-4.8 to 4.0

Woodrow Wilson Junior High

33 students in Grades 7, 8, 9
Stanford Reading Test

	Number of Students Showing Gain or Loss	
	Para. Meaning	Word Meaning
Gain	22	20
Gain of 1 year or more	0	2
No loss or gain	3	5
Loss	8	8
Mean	.05	.2
Median	.2	.2
Range	-2.7 to .8	-.8 to 1.1

Washington Irving Junior High

68 students in Grade 7
Metropolitan Achievement Test

Washington Irving - Gr. 7 (cont.)

	Number of Students Showing Gain or Loss	
	Word Knowledge	Reading
Gain	49	44
Gain of 1 year or more	30	24
No loss or gain	11	7
Loss	8	17
Mean	.9	.6
Median	.9	.7
Range	-4.2 to 4.2	-3.6 to 3.6

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Washington Irving Junior High

40 students in Grade 8
Iowa Silent Reading Test

	Number of Students Showing Gain or Loss
Gain	31
Gain of 1 year or more	28
No loss or gain	1
Loss	8
Mean	1.6
Median	1.9
Range	-5.8 to 6.8

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Washington Irving Junior High

47 students in Grade 8
Metropolitan Achievement Test

	Number of Students Showing Gain or Loss	
	Word Knowledge	Reading
Gain	43	33
Gain of 1 year or more	25	20
No loss or gain	3	3
Loss	1	11
Mean	1.4	.7
Median	1.3	.8
Range	-.3 to 4.3	-1.7 to 3.3

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Washington Irving Junior High

14 students in Grade 9
Metropolitan Achievement Test

Washington Irving - Gr. 9 (cont.)

	Number of Students Showing Gain or Loss	
	Word Knowledge	Reading
Gain	12	11
Gain of 1.0 or more	8	8
No loss or gain	2	2
Loss	0	1
Mean	1.5	1.1
Median	2.0	1.1
Range	.2 to 3.9	-.4 to 2.9

North High School

30 students in Grades 10, 11, 12
Iowa Silent Reading Tests

	Number of Students Showing Gain or Loss		
	Word Meaning	Para. Comp.	Sentence Meaning
Gain	28	29	30
Gain of 1.0 or more	27	28	29
No loss or gain	0	0	0
Loss	2	1	0
Mean	2.3	1.5	2.4
Median	2.2	1.5	2.2
Range	.6 to 3.8	-.1 to 2.3	-.8 to 4.0

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North High School

64 students in Grades 10, 11, 12 (Word Knowledge and Reading)
Social Study Skills - 16 students; Language Study Skills - 48 students
Metropolitan Achievement Tests

	Number of Students Showing Gain or Loss			
	Word Knowledge	Reading	Soc. St. St. Skills	Language St. Skills
Gain	59	53	14	36
Gain of 1 year or more	40	42	13	29
No loss or gain	5	8	2	12
Loss	0	3	0	0
Mean	1.5	1.4	2.5	1.8
Median	1.9	1.3	2.6	1.6
Range	0 to 4.4	-1.1 to 4.2	.5 to 4.6	0 to 6.1

East High School

23 students in Grades 10, 11, 12
Metropolitan Achievement Test

	Number of Students Showing Gain or Loss
Gain	13
Gain of 10 %ile pts. or more	6
No loss or gain	3
Loss	7
Mean	3
Median	4
Range	-26 %ile pts. loss to 31 %ile pts. gain

Diagnostic Reading Clinics (E) #79043 Jack Owens, Supervisor

Diagnostic Reading Clinics were developed at two target area sites, Logan and Moulton Schools. These clinics have only been partially staffed for the period in question but operated during the second year.

Logan

32 students in Grades 4-8
Gates McGinitic Reading Survey D

	Number of Students Showing Gain or Loss			
	Speed	Vocab.	Comp.	% Accuracy
Gain	25	25	25	23
Gain of 1.0 or more	10	9	10	--
No loss or gain	4	2	2	5
Loss	3	5	5	4
Mean	.6	.7	.6	12
Median	.5	.5	.5	9
Range	-2.4 to 3.8	-.3 to 3.0	-1.3 to 2.4	-6 to 45

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Moulton

13 students in Grades 4-8
Gates MacGinitic Reading Survey D

	Number of Students Showing Gain or Loss			
	Speed	Vocab.	Comp.	% Accuracy
Gain	10	12	11	6
Gain of 1.0 or more	8	2	4	--
No loss or gain	3	0	1	3
Loss	0	1	1	4
Mean	1.7	.8	.7	7
Median	1.4	.5	.7	0
Range	0 to 6.7	-.1 to 2.4	-1 to 1.9	-40 to 27

Moulton

44 students in Grades 4-8
Metropolitan Achievement Tests

	Number of Students Showing Gain or Loss		
	Word Knowledge	Discrimination	Reading
Gain	36	30	37
Gain of 1.0 or more	7	5	7
No gain or loss	1	4	5
Loss	7	10	2
Mean	.5	.4	.5
Median	.3	.3	.4
Range	-.7 to 3.3	-.9 to 2.3	-.2 to 2.5

Practical Science (S) #79044 Harold Rathert, Supervisor

A special project effort to enable drop out prone students to enjoy sciemce with an experimental focus. This pilot project seemed well received by students. Results follow:

East High School
22 students in Grade 12
Stanford Achievement Test - Science

	Number of Students Showing Gain or Loss
Gain	15
Gain of 1.0 or better	6
No loss or gain	2
Loss	5
Mean	.8
Median	.5
Range	-.8 to 4.9

Summary of answers to teacher questionnaire

1. 76.9% would choose the course again
2. 61.5% considered course of average difficulty
3. 62.5% took the course because of interest; 30% on counselor suggestion
4. Course did not influence any significant number vocationally

Teacher Associates (S) #79045 Warren Nixon, Supervisor

Thirty-four (34) students in eighth grade language arts at Callanan Junior High School.
Four students were selected to receive the primary concern of the teacher and her associate.
Purposes of this activity:

1. To provide concentrated aid in improving language arts achievement and improvement of attitudes.
2. To provide successful experiences in large groups.
3. To provide remedial training in the language arts.

The teacher associate, under the direction and supervision of the teacher, served individuals outside the classroom and in the classroom. As pupils progressed, more time was spent in giving individual help in the classroom situation.

Results of a teacher, teacher-associate evaluation:

1. Of the 34 pupils in the class, 18 improved in reading, 22 in spelling and 24 were judged to have shown improvement in attitudes and participation. Twenty-eight (28) pupils completed the entire project activity.
2. The four pupils who received the concentrated efforts of the teacher-associate were observed to have made outstanding improvement in academic achievement, attitudes, acceptance of responsibility and class participation.

Modular Program for Small Group Instruction (S) #79046 Carl Millsap, Supervisor

Weeks Junior High School
Grades 7, 8, 9

1. 86% of ninth grade students earned at least 4 3/4 units of credit.
2. 70% of ninth grade students earned at least 5 1/4 units of credit.
3. Teacher opinion - comparison of modular system with previous systems

Superior	Equal	Inferior	No Opinion
33%	18%	12%	36%

4. Teacher opinion - comparison of planning time available in modular system with that in previous systems.

More time available	52%
No more time available	38%

5. Teacher opinion - comparison of teacher energy expended in modular plan with energy expended in prior plans..

More tiring	No more tiring	Less tiring
31%	50%	19%

6. Student opinion - comparison of enjoyment of 1966-67 school year with previous year.

More enjoyable	No different	Less enjoyable
63%	15%	22%

Cultural Enrichment (E) #79048 Carroll A. Childs, Supervisor

Music

Approximately 1,300 children in Grades 1-6. Schools involved: Bird, Dunlap, Grant, Logan, Longfellow, McKinley, Sabin, Scott. The results area tabulation of responses to a questionnaire filled out by the music specialists in September and again in May.

	Excellent		Good		Fair		Poor	
	Sep.	May	Sep.	May	Sep.	May	Sep	May
1. Attitudes towards								
a. Himself	54	172	671	838	494	313	106	60
b. Classmates	54	183	587	781	474	301	169	75
c. Teacher	54	217	525	759	495	305	151	54
d. School	59	188	694	816	416	235	120	51
e. Subject	56	181	560	654	531	391	158	88
2. Participation								
a. Ready to work	61	187	568	757	470	335	193	68
b. Completes tasks	58	180	581	722	471	347	209	57
3. Music								
a. Singing	27	210	570	754	547	361	187	64
b. Rhythm	11	242	611	852	619	234	93	27
c. Classroom Inst.	8	177	393	886	497	297	83	24
d. Listening	14	170	553	821	525	321	163	33
e. Creating	9	103	299	781	413	423	151	46
4. Appreciation								
a. Enjoys	26	196	817	992	385	183	79	23
b. Develops awareness	20	138	397	908	815	296	96	30

Cultural Enrichment (E) #79048

Art

Eight hundred and twenty nine (829) pupils in Grades 4, 5, and 6 in eight elementary schools.
Two full-time and one half-time certified art teachers.
Schools involved were: Bird, Grant, Logan, Dunlap, Scott, Sabin, Longfellow and McKinley. Special educational needs which this activity was designed to meet:

1. Promote cultural development through art.
2. Provide art visual and aural expressions, taught, learned, used and enjoyed.
3. Fulfill the needs for beauty and spirit within each individual through creative and aesthetic experiences.

4. Provide the opportunity to achieve a sense of accomplishment.
5. Develop interests which lead to the enrichment of leisure time activities.
6. Encourage improved citizenship.
7. Develop an appreciation of art as a consumer as well as a participant.

Teachers evaluated participants in September and in May on a locally developed teacher opinionnaire which judged attitudes, participation, development of skill and appreciation. The results of the evaluations declared that 55% of the pupils showed marked improvement, 38% remained the same and 7% displayed some loss.

Drop Out Prevention (E/S) #79049 Clifford Makohoniuk, Supervisor

The program, Guiding Individual Development, was initiated in 1964 in order to increase the school holding power of disadvantaged students and thus reduce the percentage of dropouts within this population. This project is a cooperative venture of the Polk County Board of Education and the Des Moines School District.

There are six classes operating within the Des Moines School District at the present time. One class in first, second, third, seventh, eighth, and ninth grades with a total of 87 students enrolled. Each class was designed for a maximum of fifteen students who were to remain together as a unit for a three year period.

The personnel involved in the program are attempting to create a greater awareness among the parents of the students about the education of their children. This is being accomplished through a regular program of home visits by both the teacher and the director of the program.

The cost of this program is approximately $45,000.

Dunlap
11 Students in Grade 3
Stanford-Binet Intelligence Test

	Number of Students Showing Gain or Loss
Gain	9
No loss or gain	1
Loss	1

	Fall 1964	Spring 1967
Mean I.Q.	90	98.8
I.Q. Range	82 to 103	82 to 117

Dunlap
14 students in Grade 1
Wide Range Achievement Test

	Number of Students Showing Gain or Loss		
	Reading	Spelling	Arithmetic
Gain	14	10	8
Gain of 1 year or more	5	0	0
No loss or gain	0	4	2
Loss	0	0	4
Mean	.6	.4	.1
Median	.5	.5	.1
Range	.3 to 1.1	0 to .7	-.2 to .7

Dunlap
10 students in Grade 3 (9 in Reading and Spelling)
Metropolitan Achievement Tests

	Number of Students Showing Gain or Loss			
	Work Know.	Word Disc.	Reading	Spelling
Gain	10	9	7	9
Gain of 1 year or more	4	2	2	6
No loss or gain	0	1	1	0
Loss	0	0	1	0
Mean	1.0	.6	.6	1.2
Median	.8	.6	.4	1.1
Range	.1 to 2.6	0 to 1.5	-.1 to 1.7	.2 to 2.4

Dunlap
12 students tested in May of Grade 1 and May of Grade 3
Wide Range Achievement Test

	Number of Students Showing Gain or Loss		
	Reading	Spelling	Arithmetic
Gain	12	12	12
Gain of 2 years or more	6	2	8
No loss or gain	0	0	0
Loss	0	0	0
Mean	2.0	1.2	1.9
Median	1.9	1.3	2.1
Range	1.4 to 3.2	.6 to 2.2	1.1 to 2.4

Amos Hiatt
14 students in Grade 9
Wechsler Intelligence Scale for Children

	Number of Students Showing Gain or Loss
Gain	11
No loss or gain	0
Loss	3

Language Arts (E) #79050 Sarah Page, Supervisor

1378 students in Grades 1-6
Evaluation by project teachers and regular classroom teachers

Project teachers' evaluations of pupil progress by number of teachers

Very satisfactory	28
Satisfactory	44
Less than satisfactory	0

Regular classroom teachers' evaluations of pupil progress by number of teachers

Very satisfactory	21
Satisfactory	35
Less than satisfactory	7

Joint project teachers', classroom teachers' and principals' evaluations of parental involvement.

Excellent	34
Just beginning to be evident	12
Slight	30

Mathematics Laboratories (S) #79051 A. Wilson Goodwin, Supervisor

This project was established to improve the teaching of General Mathematics in our secondary schools. It enabled us to establish a mathematics "laboratory", with considerable physical equipment, in five junior high and two senior high schools, plus Dowling. More important, it furnished us funds that enabled us to produce curriculum materials by local teachers to fit our local situation, to print these materials, and to provide in-service training for the teachers of this project.

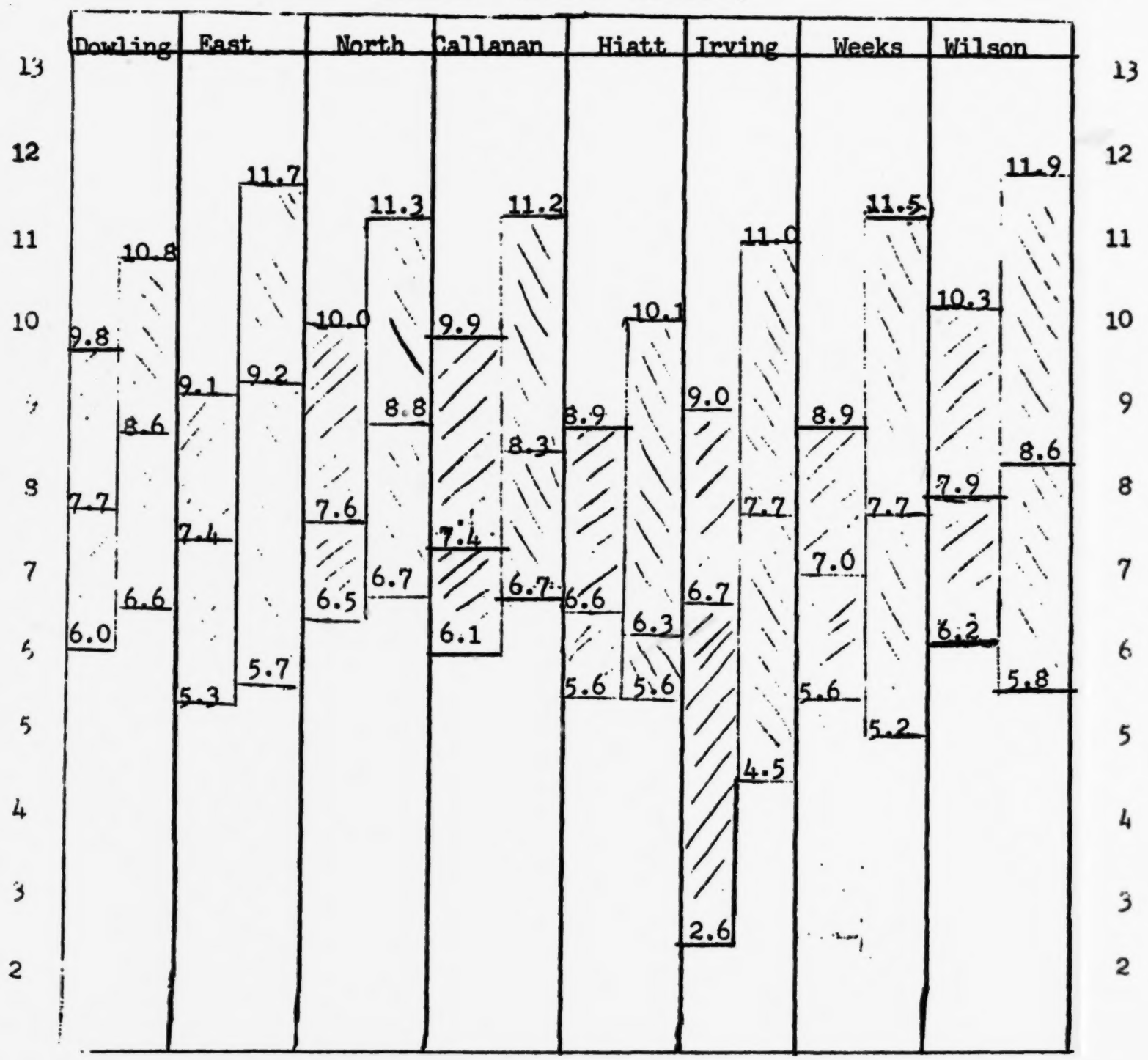
The curriculum materials, entitled LAMP (Low Achiever Motivational Project) have been requested by over 1000 schools in forty-three states and four foreign countries.

Subjective opinions of teachers, administrators, counselors, nurses, and students are generally favorable. It appears that sympathetic teachers combined with reasonable class size, adequate equipment and curriculum materials and a good in-service for the teachers produce excellent results.

We have established an objective testing program which is summarized on the following page. However, these results should be accepted with caution, since the performance of the type of student involved in General Mathematics varies greatly from day to day, as does his mental and emotional attitude.

California Tests of Arithmetic Achievement
(Summary of Results of Sept. 1966 Pre-Test and June 1967 Post-Test.)

Grade Equivalents
(Maximum - Median - Minimum)



Grade Equivalent Changes, Pre-Test to Post-Test

	Dowling	East	North	Callanan	Hiatt	Irving	Weeks	Wilson
Greatest	2.0	3.3	2.5	2.8	2.2	5.8	2.6	3.1
Mean (Avg)	.75	1.7	1.25	.9	.4	1.4	.7	.9
Median (Midpoint)	.7	1.4	1.2	.8	.3	1.2	.7	.8
Mode (Most numerous)	..7	2.8	1.2	1.0	1.2	2.3	1.0	1.7
Least	-.2	.2	.2	-.4	-1.1	-2.1	-.4	-1.1
Number Tested	49.0	22.0	13.0	46.0	74.0	46.0	61.0	80.0

Special Services, Special Teachers, Social Workers,
Nurses, etc. (E/S) #79052 Merle Wilson, Supervisor

Health Program

Six hundred (600) students in Nash Elementary School
Summary of nurse's report

Objectives:

1. Provide additional medical care in building.
2. Improve health habits of children.
3. Promote the acceptance by parents of the importance of good health.

How objectives were met:

1. Provide additional medical care in building.

   a. Full time nurse made 5,796 student contacts in contrast to 1,200 student contacts by part time nurse in 1965-66.

   b. Nurse provided each teacher with a list of students with health problems with an explanation of each case. One hundred and five (105) home calls made by nurse on health problems.

   c. Improved the immunization program.

      (1) Updated immunization records

      (2) Held measles clinic in December, 1966. Immunized 120 children.

      (3) One hundred thirty-three (133) children Tine tested and home calls made on "positive" readings.

      (4) Held meetings, showed films, distributed literature to parents and pupils on values of immunization.

   d. Began yearly vision testing for all children. Five hundred and eighty two (582) students tested; 68 vision defects found and followed up; 33 corrections made with others set up for summer appointments.

   e. Promoted better understanding of health problems and duties of school personnel concerning matters of health among teachers and other adults connected with school.

      (1) 60 conferences with teachers

      (2) 23 medical conferences with health agencies

      (3) 39 meetings promoting various health programs

      (4) 2 staffings for specific children

2. Improve health habits of children

   a. Nurse provided films, talks and curriculum advice for health classes. One thousand four hundred two (1,402) individual conferences with students; 108 school physicals given and follow-ups made where necessary.

   b. Promoted dental hygiene with 552 children checked. Of 143 needing care, 60 returned work completed cards to nurse. Instigated free dental care for those of low income.

   c. Assisted administration in improving attendance by: 147 absentee home calls; 1,000 phone calls; many medical referrals to proper people or agencies.

3. Promote the acceptance by parents of the importance of good health

   a. One thousand five hundred (1,500) parent contacts; 344 home calls; 38 visits to clinic with mother and child

   b. Promoted parent familiarity and contacts with community resources

Social Workers

All students at Bird, Grant and Nash elementary schools, Irving and Hiatt Junior high schools, St. Ambrose Parochial School and East High School.

I. Activities - Bird and Grant Elementary Schools

1. Organization of girls' clubs to promote better personal appearance.

2. Contacts with community welfare and social agencies.

3. Enroll pupils in summer Head Start and enrichment classes.

4. Worked with nurse, psychologist, therapists, teachers and administrators in promoting better school attendance.

5. Saw many children at school and made many home visits.

Activities - Nash Elementary and Irving Junior High Schools

1. The usual professional contacts with children, parents, teachers, agencies, etc. (as above)

2. Specific breakdown of activities

Referrals	260
Cases	204
Meetings	127
Presentations	28
Classroom observations	184

Social Workers (continued)

Child interviews	493 (23 home visits)
Group work	55
Family sessions	344 (165 home visits)
Case conferences	153
Consultations	481
Other interviews	139

St. Ambrose Parochial School and Amos Hiatt Junior High School

1. The usual professional contacts with children, parents, teachers, agencies, etc. (as above). Special attention was given to problems of adjustment of seventh grade pupils.

2. Specific breakdown of activities

Number of cases	122
Student contacts	358
Parent contacts	399
Other contacts	566
Contacts at school	645
Contacts at home	625
Other places	53
Students contacted at least once	75
Students contacted more than once	42
Parents contacted at least once	77
Parents contacted more than once	38

East High School

1. Individual casework was the most important method used.

2. Some small group meetings were held.

3. Six group faculty meetings about social work and many individual conferences held.

4. Worked with 80 students on a sustained basis and with the parents of about half of them.

II. Results noted by social workers - Nash and Irving

1. Better attendance of children.

2. Growth in adjustment and behavior.

3. More parent participation and cooperation.

4. Teachers' comment: of better understanding of children with problems.

St. Ambrose and Amos Hiatt Junior High School

1. An unhappy child with many somatic illnesses, poor attendance and failing grades is now happy and successful in school.

2. A parent who felt everyone was against her is now working with the school to help her child.

3. Several students with severe emotional problems have made minimal adjustments and are making some progress.

Consultative Services (E·S) #79053 Merle Wilson, Supervisor

This project activity provided consultative services to school personnel serving target area schools. One goal of consultation was to aid school personnel to expand the use of school-employed mental health professionals in their implementation of services found to be effective in educating culturally disadvantaged children. Another goal was to facilitate school personnel's identification and revision of attitudes in themselves that perpetuate the cycle of culturally disadvantaged children becoming culturally and educationally disadvantaged adults. A third aim was to stimulate the thinking and mutual sharing of ideas of teachers and other school personnel in their efforts to improve the productive mental health climate of the schools, and thus focus more on the educational disadvantages target area children suffer.

A 107 page evaluation of the activity compiled by the coordinators provided a detailed accounting of specific services carried out by the consultants. It included favorable comments by both teachers, principals, and other school personnel concerning the benefits received from consultation services rendered. It also included many comments indicating a lack of understanding and others suggesting definite opposition.

The coordinators of the project were inclined to view the kind of psychological consultation provided as fulfilling a long overdue need of the schools and pointing to a needed expansion of the roles of the psychologist and social workers within the system. The kind of negative responses to the program received from many school personnel may have indicated on overly high expectation from this kind of program due to a long-standing lack of this kind of opportunity for professional growth. While some school personnel were discontented (It is well to remember the ability to express discontent usually exists only in the presence of a hope for something better) they did not seem to the coordinators to want to discard the program. It was agreed that the program would continue a second year for further exploration.

Summary Evaluation of Title I, ESEA Project Activities, Summer 1967

Summer enrichment - Irving (S) #79054

The summer enrichment program at Irving Junior High School encompassed several areas: study skills, arithmetic, art, crafts, self-expression, art and science, the community and communication, wood working and English and business training. As well as improving academic skills, the program was designed to build asthetic values by exposing the students to many areas and activities in the community, and attempting to instill proper attitudes and appreciation of good manners and habits within the classroom.

Subjective and objective evaluations of attitudes indicate substantial growth for those who completed the program. The most popular and most successful segment of the varied program was the schedule of trips to local and out-of-town points of interest. These excursions opened many new vistas to the program participants whose environment has been exceptionally restricted. Hopefully, these experiences will inspire some of the students, at least,to a fuller, more productive life than might have been expected.

Summer Enrichment, Maintenance and Therapy Program for Physically Handicapped
Smouse (E) #79055

96 Physically handicapped students in grades K - 8
Project evaluation is on the basis of teacher responses to questionnaires.

Project activities stressed maintenanoe work in reading, arithmetic and language arts. In addition, the children received numerous enrichment opportunities in art, music, social play and swimming.

20 students recorded perfect attendance
43 students were absent from 1-6 days
33 students were absent more than 6 days
125 parent contacts by nurse
920 library books were circulated
23 bus trips broadened the enrichment program

All activities were unanimously judges of "great value" except for arithmetic, music and art which were rated as "some value". No "little value' or "no value" ratings were given. Concentration by the staff on shoring up academic and attitudinal weaknesses appears to have resulted in great success. Indications are that these children will be better prepared for the regular fall program as the result of the summer project.

Summer Enrichment - Weeks (S) #79056

51 students in grade 8
Metropolitan Achievement Tests
Group average scores in grade equivalents

	Pre-test	Post-test	Gain
Word Knowledge	5.3	8.1	22.8
Reading	5.1	6.1	.9
Spelling	7.0	7.7	.7
Language	5.0	6.1	11.1
Language Study Skills	6.2	7.2	11.0
Arithmetic Computation	6.1	6.9	.8
Arithmetic Problems and Concepts	5.9	7.1	11.1
Social Studies Information	5.4	6.3	.9
Social Studies Skills	5.9	6.3	.4

Specific results of program:
Each student had a dental check and teeth cleaned. 30 students had dental work done.
12 pupils received physical examinations including necessary immunization.
Each student received vision test.
Parents and students were made aware of helpful social agencies.
Students received help in developing interest and skill in group games.
One-third of the group increased in reading speed and comprehension.
Seven students who failed in the regular school year will be able to continue with their classes in the fall.

Teacher evaluations:
All teachers agreed that the greatest single asset is the low teacher-student ratio.
The noon luncheon afforded the teachers an opportunity to establish better rapport with students while helping to establish better manners and eating habits.
Many students received a firmer foundation for future relation with school and teachers which will increase desire and achievement.

Drop-In Project (S) #79057

33 students attended (Grades 10,11,12)
29 students completed the program.
15 students tested pre and post.
Metropolitan Achievement Tests
Number of students showing gain or loss

	Reading	Spelling	Language	Language Study Skills
Gain	11	8	6	3
No gain or loss	1	0	3	4
Loss	3	8	6	10

	Soc.Studies Study Skills	Soc.Studies Vocabulary	Soc.Studies Information
Gain	7	10	9
No loss or gain	0	3	5
Loss	9	3	3

The Drop-In activity was designed to encourage students who had dropped out of school to re-enroll. Classes were provided in a non-school setting (Logan Community Center) to make up deficiencies in English and social studies. Three counselors concentrated their efforts toward improving attitudes. Transportation was provided for those who found it difficult to get to the center. Milk and doughnuts were offered to those who wanted breakfast.

Of the 33 pupils enrolled, 3 completed work permitting them to graduate and 20 were recommended to the Department of Pupil Personnel Services for re-enrollment.

Summer Enrichment (E) #79059

841 children in post-kindergarten through post-second grades in 13 centers.
48 classroom teachers, 7 art and 7 music teachers, 7 nurses and 13 teacher librarians.
194 children were in perfect attendance.
479 children were never tardy.
468 home visits by nurses plus 1163 contacts by phone or with parents at school.
6554 library books were circulated.
7 planned bus trips were taken.
625 parents went on trips, visited school, etc.
660 parents attended culminating activities.

Teachers Evaluations of Attitudes and Skills

Number of teachers reporting:	Little Interest	Some Interest	Great Interest
Music activities	0	0	13
Art activities	0	4	9
Trips and related activities	0	0	13
Library experiences	0	3	10

Number of teachers reporting:	Little Improvement	Some Improvement	Marked Improvement
Social relationships with other children	0	10	3
Social relationships with adults	0	9	4
Oral language skills	0	9	4
Listening skills	0	11	2
Willingness to participate in new experiences	0	8	5
Persistence in completing tasks	0	13	0
Children with serious problems	19	26	9

The involvement of parents and evaluations by the teachers suggest a profitable program of enrichment for the boys and girls involved who, because of these experiences, will be better prepared for the regular school program in the fall and in the future.

Study Skills Clinics (S) #79060

Irving Junior High

17 students in grades 7-9
Metropolitan Achievement Test
Number of students showing gain or loss

	Word Knowledge	Spelling	Language	Arithmetic
Gain	8	8	10	6
No loss or gain	5	2	1	0
Loss	4	6	4	5

The study skills center at Irving was designed to strengthen individual weaknesses in academic areas. Gains were achieved as indicated above and as subjectively evaluated by students and teachers. Perhaps much growth can be attributed to the study skills program paralleling the enrichment program which was established to improve attitudes, etc.

Summer Camp for Boys (E/S) #79058 Kenneth Whitney, Supervisor

The project was operated in cooperation with the Des Moines YMCA Camp at Boone, Iowa. It involved eight teacher-counselors (teachers from the Des Moines Public Schools) and 72 boys, in two separate groups. Included in the activities for each period were a visit to the SAC Air Force Base, Cinerama in Omaha, Nebraska and an overnight trip to Waubonsie State Park.

Objectives for the program were non-academic and related more to social and emotional development. Teachers working with these 74 young campers felt that certain things were accomplished; such as:

(1) The reduction of aggressive behavior
(2) Improved interpersonal relationships
(3) Improved self-image
(4) Improved attitudes about teachers as they saw them in different roles.

Perhaps as important as anything else in terms of a subjective evaluation would be the change in perceptions of the teacher-counselors about these young boys. A counselor contact in an informal and highly personalized setting resulted in an awareness on the part of the many forces acting on the lives of these children. Certainly this served to develop more empathy for these children and the many and complexed needs that they have.

Moulton

99 pupils in grades 4-8 completed Gates-MacGinitie Reading Tests
Number of pupils showing gain or loss

	Speed	Vocabulary	Comprehension
Gain	58	63	55
No loss or gain	11	11	15
Loss	21	16	16
Mean	.5	.5	.5
Median	.4	.5	.4
Range	-1.4 to 2.8	-2.3 to 2.6	-2.3 to 2.5

Logan

93 pupils in grades 4-8 completed Gates-MacGinitie Reading Tests
Number of pupils showing gain or loss

	Speed	Vocabulary	Comprehension
Gain	59	45	52
No loss or gain	5	5	11
Loss	13	27	14
Mean	.9	.1	.8
Median	.7	.2	.6
Range	-1.4 to 3.5	-2.4 to 2.0	-1.6 to 4.5

All pupils completing the session were not, for a variety of reasons, tested at both the beginning and the end. At the Moulton center speed and comprehension were stressed in grades 6, 7 and 8 while vocabulary and comprehension received the most emphasis in the other grades. At Logan, speed and comprehension were given the greatest attention. Teachers at both centers report considerable interest and enthusiasm in the program on the part of pupils and parents. On the basis of the foregoing test results, the program produced quite satisfactory results.

Summer Enrichment - Callanan (S) #79062

43 students in grades 7,8,9
Teacher-made tests
Number of students showing gain or loss

	English	Reading	Social Science	Science	Mathematics
Gain	21	24	24	22	16
No loss or gain	1	3	0	0	1
Loss	2	0	1	0	9

The Callanan project activity encompassed social and vocational experiences outside the classroom as well as academic instruction. Also, a deliberate attempt was made to encourage growth in attitudes. Reported progress in the latter area may have been the most important outcome of the summer program.

48 seventh and eighth grade students shared experiences focused mainly around mathematics, communicative arts and socio-cultural activities. Mathematics skills were developed through the use of a workbook in which the author related the problems to actual situations. The teachers, in turn, enabled the students to experience the situations which called for mathematical solutions.

Nineteen local trips and five out-of-state tours provided a foundation for rich cultural and social experiences. During the last five weeks, breakfast was served each day.

Individual and group participation, development of pride in conduct and appearance, encouraging civic responsibility and presenting to pupils and parents with a more enlightened image of the school were objectives which were achieved with an apparent amount of success as judged by teachers and administrators. The students and parents, too, gave acclaim to the conduct and value of the program.

No attempt was made to provide comprehensive data concerning special and often remedial approaches to meeting educational and personal needs of these children. This information is provided for the interested person to explain the kinds of activities being approached and some indication of progress made or not made.

Evaluation approaches employed suggest more in depth measurement and/or evaluation for this year. This is currently being done with pre and post tests wherever possible. It should be repeated that much of the effort to involve parents, to restructure approaches and to provide meaningful enrichment activities for children for image building and reinforcement of educational goals is experimental. The often very exciting and occasionally very frustrating project activities in this report should point the way to curriculum modification in our schools.

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REFERENCE TO PAGE 21

The ten (10) remaining students in the Drop In activities, not accounted for in the report, either dropped out or moved.